Nutley Public Schools

Department of World Languages

Curriculum Guide

Level 5 Advanced Language – Italian & Spanish

Table of Contents

Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.
In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student. Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study. Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL).

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses.

Statement of Purpose

The Nutley Public Schools is continuously working toward providing a comprehensive language for its students. Our goal, to expose students to different cultures via second language acquisition, will supplement the creation of the well-rounded student.

We believe that learning a second language allows students to:

- Develop knowledge of other cultures.
- Develop a cosmopolitan perspective with regard to differences among cultures.
- Develop lexical/syntactic sensitivity in their first language (L1) and the target language (L2).
- Increase their repertoire of knowledge (cognates, pragmatics and semantics), which can help them perform better on standardized tests.

- Become more familiar with the rudiments of the learning process.
- Enjoy the products of different culture such as: art, music, food and customs.

Philosophy & Approach

The K-12 world language curriculum is formatted in thematic units that present a generic scope and sequence; the curriculum can be applied to any language. Students will be exposed to their language of choice via real-life themes that promote communication and the use of the target language. Language features and grammar will be conveyed in-context, which calls for a thematic approach.

The same thematic units will be unpacked at each grade level in order to build upon previously acquired vocabulary and language features. As students progress through the levels, they will learn in additional contexts within the same unit theme. The themes are: Beauty and Aesthetics, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology, and Contemporary Life

We approach the acquisition process through *real world situations*. Understanding the people and culture of the target language allows the student to evaluate and apply their attitudes and desires to the context of learning. As a result, students will realize similarities which intensify the comprehension and the language-learning context.

Mission

The mission of Nutley Public Schools' World Languages Department is to create and sustain a challenging and inviting context where students can learn experientially while acquiring a profound understanding of new languages and cultures, different perspectives and continuous learning—the key elements of a successful contributor in a global society.

Acknowledgments

This curriculum guide was prepared by:

          Mr. Gaetano Sollazzo - Italian   Nutley High School
          Mr. Eric Wdowiak - Spanish   Nutley High School

This curriculum guide was coordinated by:

          Dr. Frank Ruggiero   K-12 Coordinator of World Languages

New Jersey Student Learning Standard for World Languages

World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Three Strands

The New Jersey Student Learning standard for world languages includes three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. These modes reconceptualize the traditional 4-skill approach in the areas of listening, speaking, reading and writing:

Strand A reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines." For more on the interpretive mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpretive mode (scroll down to video #1).

Strand B reflects the Interpersonal Mode of communication, in which students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages. For more on the interpersonal mode of communication:

- Click Teaching Foreign Languages K-12 Workshop to view a video on the interpersonal mode (scroll down to video #2).

Strand C reflects the Presentational Mode of communication, in which students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.

● Click Teaching Foreign Languages K-12 Workshop to view a video on the presentational mode (scroll down to video #3).

Proficiency Levels

Unlike other content areas, the world languages standard is benchmarked by proficiency levels. In so doing, the world languages standard allows for multiple entry points. Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

The development of proficiency levels was informed by the ACTFL Performance Descriptors for Language Learners 2012 and the ACTFL Proficiency Guidelines 2012.

● Novice-Mid Level: Students communicate using memorized words and phrases to talk about familiar topics related to school, home, and the community.

● Novice-High Level: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

● Intermediate-Low Level: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

● Intermediate-Mid Level: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

● Intermediate-High Level: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.

● Advanced-Low Level: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

The Role of Grammar in the World Language Class

While knowledge of the grammar of a language (e.g., rules for syntax, tense, and other elements of usage) is not an explicit goal of the revised world language standard, grammar plays a supporting role in allowing students to achieve the stated linguistic proficiency goals. Grammar is one tool that supports the attainment of the stated linguistic goals; others tools include knowledge of vocabulary, sociolinguistic knowledge, understanding of cultural appropriateness, and grasp of communication strategies.

Students who are provided with ample opportunities to create meaning and use critical thinking skills in a language of study achieve linguistic proficiency. Research has established that all grammar learning must take place within a meaningful context, with the focus on producing structures to support communication.
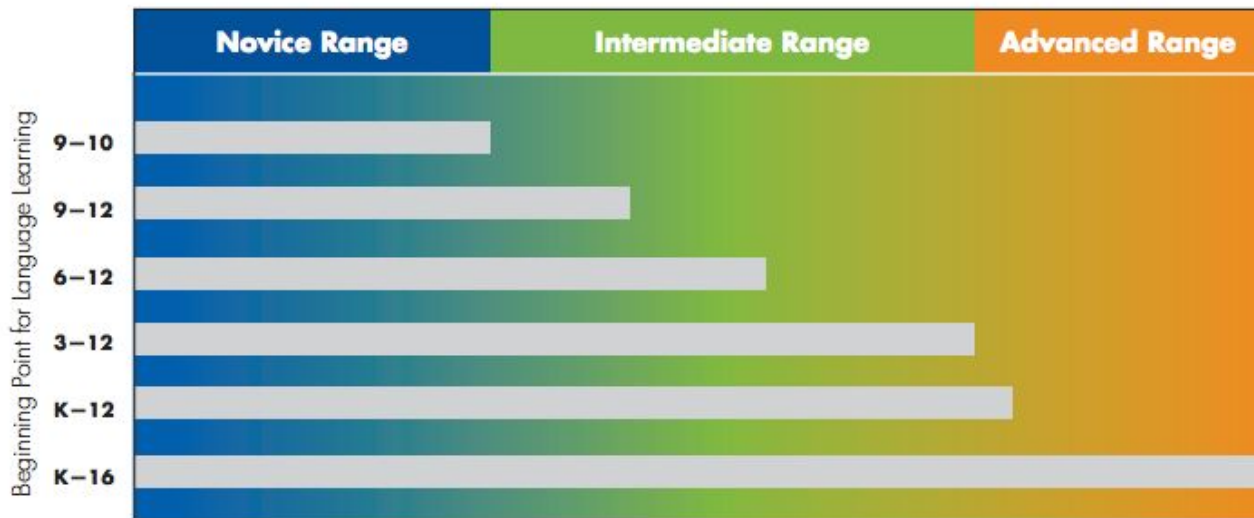
See New Jersey Student Learning Standard for World Languages for more information.

Time as a Critical Component for Developing Language Performance

According to ACTFL (2012a), "Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance."

The graphic that follows provides a visual representation of anticipated student performance outcomes (ACTFL, 2012a). The graphic is provided here to illustrate what outcomes are reasonable to expect of students who begin language instruction at various points.

Time as a critical component for developing language performance

Beginning Point for Language Learning	Novice Range	Intermediate Range	Advanced Range
9–10			
9–12			
6–12			
3–12			
K–12			
K–16			

It should also be noted that language learners may experience different rates of progress through different modes, depending on how similar their native language is to the new language (ACTFL, 2012a).

NCSSFL-ACTFL Can-Do Statements

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates the NCSSFL-ACTFL Can-Do Statements.

The 2017 NCSSFL-ACTFL Can-Do Statements provide:

- Language learners to identify and set learning goals and chart their progress towards language and intercultural proficiency;
- Educators to write communication learning targets for curriculum, unit and lesson plans;
- Stakeholders to clarify how well learners at different stages can communicate.

How to Use the Can-Do Statements

- Can-Do statements describe what learners can do consistently over time
- Can-Do Statements help learners set goals as they progress along the proficiency continuum
- The sets of examples can be adapted to match school, district, or postsecondary curriculum as well as independent learning goals
- Can-Do statements are a starting point for self-assessment, goal-setting, and the creation of rubrics for performance-based grading
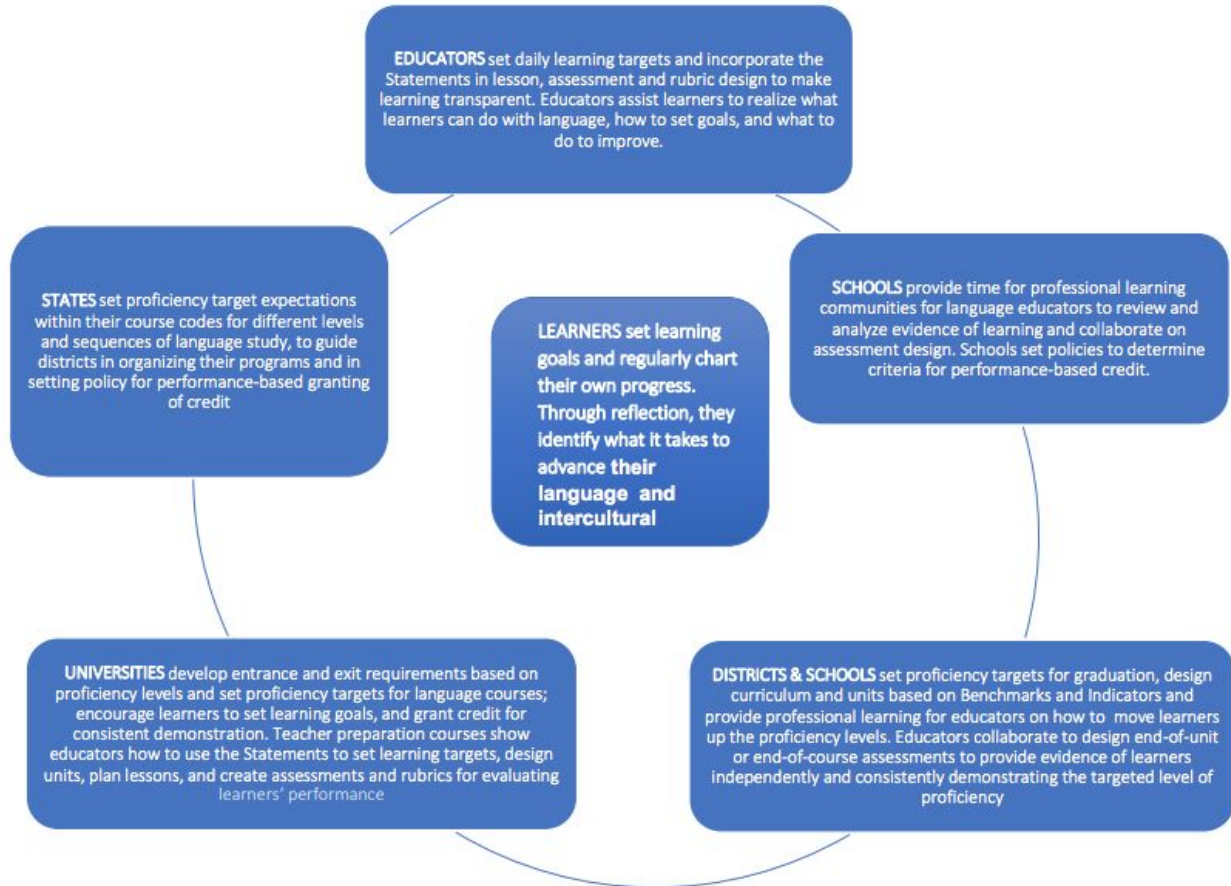
How Not to Use the Can-Do Statements

- Can-Do Statements are NOT a checklist of tasks to be demonstrated once and checked off
- Can-Do Statements are NOT a limitation of what to learn or teach
- The sets of examples are NOT a prescribed curriculum
- The Can-Do statements are NOT used as an instrument for determining a letter or number grade

The Can-Do Statements are aligned with the [ACTFL Performance Descriptors for Language Learners 2012](#) and the [ACTFL Proficiency Guidelines 2012](#) and reflect growth through the Novice, Intermediate, Advanced, Superior, and Distinguished Levels in the interpretive, interpersonal, and presentational modes of communication.

This curriculum uses the Can-Do Statements to provide language learners a self-assessment tool to assess what they "can do" with language in the interpretive, interpersonal, and presentational modes of communication and should be used by students and teachers as part of an overall reflective learning process.

How Stakeholders Use the Can-Do Statements

How Stakeholders Use the Can-Do Statements

EDUCATORS set daily learning targets and incorporate the Statements in lesson, assessment and rubric design to make learning transparent. Educators assist learners to realize what learners can do with language, how to set goals, and what to do to improve.

STATES set proficiency target expectations within their course codes for different levels and sequences of language study, to guide districts in organizing their programs and in setting policy for performance-based granting of credit

LEARNERS set learning goals and regularly chart their own progress. Through reflection, they identify what it takes to advance their language and intercultural

SCHOOLS provide time for professional learning communities for language educators to review and analyze evidence of learning and collaborate on assessment design. Schools set policies to determine criteria for performance-based credit.

UNIVERSITIES develop entrance and exit requirements based on proficiency levels and set proficiency targets for language courses; encourage learners to set learning goals, and grant credit for consistent demonstration. Teacher preparation courses show educators how to use the Statements to set learning targets, design units, plan lessons, and create assessments and rubrics for evaluating learners' performance

DISTRICTS & SCHOOLS set proficiency targets for graduation, design curriculum and units based on Benchmarks and Indicators and provide professional learning for educators on how to move learners up the proficiency levels. Educators collaborate to design end-of-unit or end-of-course assessments to provide evidence of learners independently and consistently demonstrating the targeted level of proficiency

See NCSSFL-ACTFL Can-Do Statements for more information.

Assessment

Borrowing from the unit template in ACTFL's *The Keys to Planning and Learning: Effective Curriculum, Unit, and Lesson Design* (Clementi & Terrill, 2017), the curricular template used in this document incorporates both formative and summative assessments.

Both types of assessment are keyed to the three modes of communication but are broken down as follows.

Formative Assessment

Our language program encourages teachers to continually assess student progress toward desired learning goals and proficiency outcomes. These formative assessments are used to inform decisions about instruction and benchmark student progress toward summative assessments. As such, these formative assessments, however formal, are not used as an instrument for determining a letter or number grade. Instead, formative assessment should provide specific and highly focused feedback to students in preparation for the final unit level performances.

Suggested Checks for Understanding
• Exit tickets
• Think, Pair, Share (Write)
• Speaking practice
• Inside/Outside Circle
• Information Gap activities
• Class surveys
• Rough drafts
• Hand signals
• White board communicators

See *Checking for Understanding* (Fisher & Frey, 2014) for more information on formative assessments.

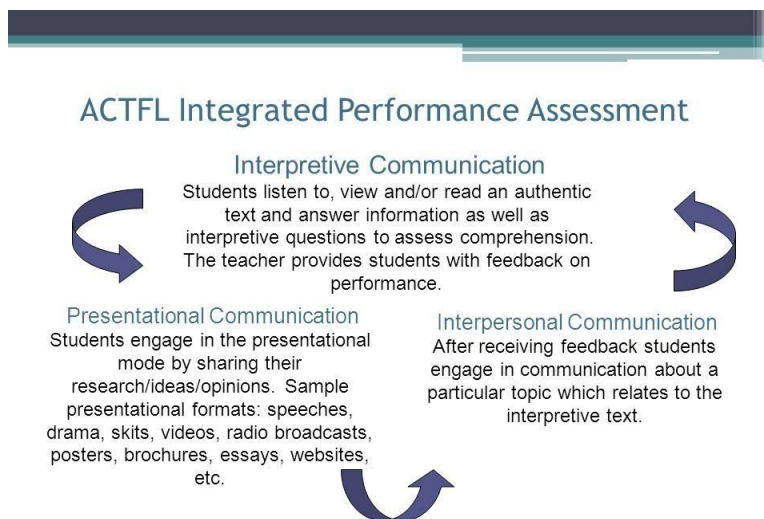| Sample Formative Assessments |
|---|
| • Ticket to leave |
| • Quick oral checks |
| • Information gap pair activity |
| • Maintain the conversation (keep the conversation going) |
| • Write captions |
| • Finish a story |
| • Rough draft |

Summative Assessment

In summative assessments, students demonstrate that they can apply the lessons they have learned, the skills they have acquired, and the knowledge they have gained in the unit of instruction. Summative assessment is a new application of what has already been assessed at the formative level (Sandrock, 2017).

Integrated Performance Assessments (IPAs)

Our language program encourages summative assessment that measures what students can *do* with the language. To this end, the department encourages the use of integrated performance assessments. The **integrated performance assessment (IPA)** is a cluster assessment featuring three modes of communication: **interpretive**, **interpersonal**, and **presentational**. All three tasks are aligned within a single overarching theme or content area that should be of interest to learners and complements the curriculum. This multi-task reflects the manner in which students naturally acquire language in the real world or in the classroom. As such, the tasks should be:

- Authentic
  - Reflect tasks that individuals do in the world outside of the classroom
- Performance-based
  - Reflect how students USE the language and cultural knowledge in communicative tasks
  - Requires critical thinking skills:
    - e.g. synthesizing, analyzing, reasoning, problem-solving, inferencing, creative thinking
- Based on the 3 Modes of Communication
  - Interpretive, Interpersonal, Presentational
- Integrated
  - Integrates communication plus other goal areas of the standards
- Illustrate development progress according to ACTFL Performance Descriptors
- Blend in a seamless fashion with classroom instruction and experience

ACTFL Integrated Performance Assessment

Interpretive Communication
Students listen to, view and/or read an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational Communication
Students engage in the presentational mode by sharing their research/ideas/opinions. Sample presentational formats: speeches, drama, skits, videos, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal Communication
After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

Although summative assessment of the three modes of communication often occurs near the end of a unit, they may occur at "any point where that goal has been reached in the unit." (Sandrock, 2015, p. 25)

See *The Keys to Assessing Language Performance: A Teacher's Manual for Measuring Student Progress* (Sandrock, 2017) for more information on formative and summative assessment in the world language classroom.

Culturally Authentic Materials

Culturally authentic materials should be selected when implementing integrated performance assessments. Teachers can use various sources from the target language culture to find the texts (oral, printed, video) required for the interpretive tasks, both for the classroom practice that prepares students (including formative assessments) and for the IPA itself (summative assessment).

Authentic texts are those that are produced by and for members of the target language culture. While teachers may find it intuitive to simplify or edit culturally authentic texts, it is the task that should be edited, not the text (Adair-Hauck, Glisan, & Troyan, 2013). Teachers should choose materials based on "CALL-IT":

C =	**C**ontext
A =	**A**ge
LL =	**L**inguistic **L**evel
IT =	**I**mportance of **T**ask

See *Implementing Integrated Performance Assessment* (Adair-Hauck, Glisan, & Troyan, 2013) for more information on integrated performance assessments.

Grading Policy

Recognizing the importance of directly linking students' grades to their performance level in a language, the secondary level grading policy is keyed to the NJSLS for world languages.

Student achievement in the three skill areas/modes (interpretive, interpersonal, and presentational) will be assessed each marking period and constitute the majority (75%) of students' grades in the course.

Student performance in class (class participation), at home (homework), and also on minor classroom assessments (quizzes) will also be criteria (25%) in determining students' grades in the course.

World Language Department Grading Policy – Secondary
Italian & Spanish

- Class Participation 10%
- Homework 5%
- Other Quizzes 10%
- (Integrated) Performance Assessments 75%
  - Interpretive Skills 25%
  - Interpersonal Skills 25%
  - Presentational Skills 25%

Other Quizzes   Homework   Class Participation   Interpretive Skills   Interpersonal Skills   Presentational Skills
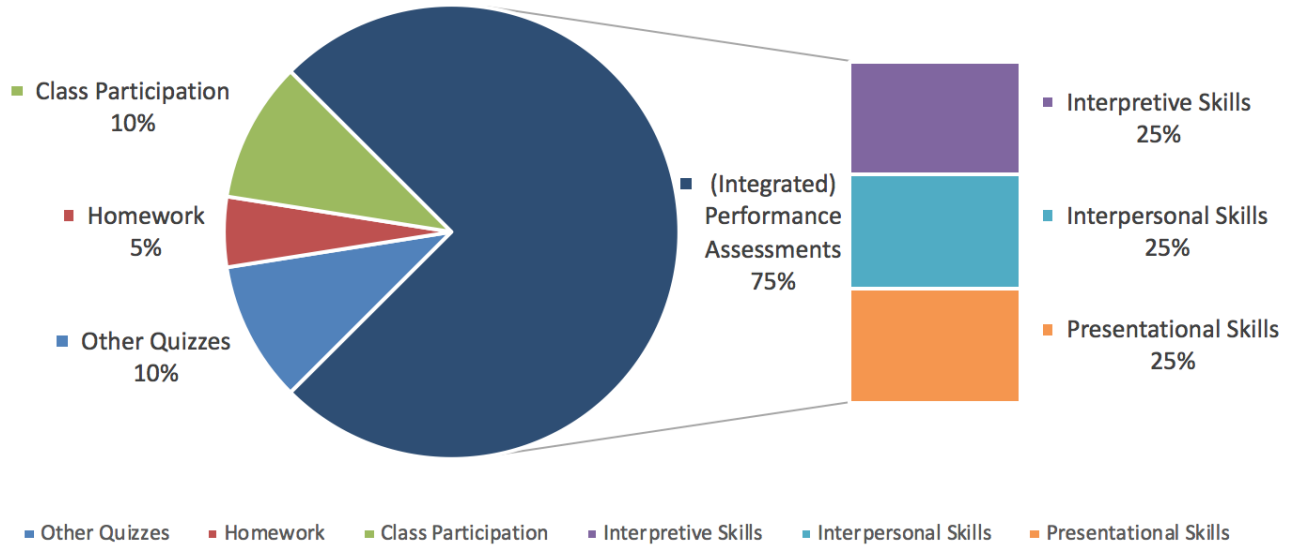
Meeting the Needs of All Students

The term "all students" includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

See "Instructional Adaptations for Students with Diverse Needs" (chapter 12) and "Appendix D: Instructional Strategies" of the archived *New Jersey World Languages Curriculum Framework* for more suggestions.

Anticipated Misunderstandings in Unit		
● BulletedListHere		
Instructional Adjustments		
Accommodations	**Modifications**	**Higher Level Differentiation**
● Preferential seating ● Repeating/simplifying of directions ● Ample use of visuals ● Use of manipulatives ● Strategic/flexible grouping and pairing ● Clear visual, verbal and demonstrative modeling ● Kinesthetic activities ● Use of graphic organizers ● Ample wait time ● Frequent repetition ● Student setting of personal growth goals ● Breaking down assignments ● Learning centers	● Sentence starters ● Additional processing time ● Cues and prompts ● Embedded choices ● Practice time ● Shorten task ● Require lists instead of sentences ● Provide graphic organizers ● Provide choices ● Provide visuals	● Use compacting ● Allowance for individual student interests ● Allowance for students to make independent plans for independent learning ● Variety in types of authentic resources ● Use tiered assignments that are more complex or abstract ● Allow time with like-intellectual peers ● Use open-ended questioning strategies

References

Adair-Hauck, B., Glisan, W., & Troyan, Francis J. (2013). *Implementing Integrated Performance Assessment*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2012a). *ACTFL performance descriptors for language learners*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2012b). *ACTFL proficiency guidelines 2012*. Alexandria, VA: Author.

American Council on the Teaching of Foreign Languages. (2017). *NCSSFL-ACTFL Can-do statements: Progress indicators for language learners*. Alexandria, VA: Author.

Clementi, D. & Terrill, L. (2017). *The Keys to planning for learning: Effective curriculum, unit, and lesson design*. Alexandria, VA: Author.

Fisher, D. & Frey, N. (2014). *Checking for understanding*. Alexandria, VA: Association for Supervision & Curriculum Development.

Grahn, L, & McAlpine, D. (2017). *The Keys to strategies for language instruction: Engagement, relevance, critical thinking, collaboration*. Alexandria, VA: Author.

New Jersey State Department of Education. (2014). *New Jersey Student Learning Standard for World Languages*. Trenton, NJ: Author.

New Jersey State Department of Education. (1999). *New Jersey world languages curriculum framework*. Trenton, NJ: Author.

Sandrock, P. (2017). *The Keys to assessing language performance: A Teacher's manual for measuring student progress*. Alexandria, VA: Author.

Course Description/Summary

Advanced Language in Literature and Film is designed for students who want to explore the target language and culture through the spectrum of literature and film. This course is intended as an extension or alternative to AP Language and Culture. Previously learned language features and cultural topics will be infused into daily lessons. However, this course is conducted in the target language and students are expected to comprehend and use the target language exclusively.

Each unit in the course will feature examples of films and literature that will be conducive for students to further develop their understanding of the Italian language and culture. Possible themes include family and community, immigration, environmental awareness, art, love, and linguistic and cultural change over time.

Students will improve their skills in listening and reading comprehension and in speaking and writing by reading and viewing authentic materials made by and for the target culture. Students will be assessed with authentic performance tasks in the three modes of communication (interpretive, interpersonal, and presentational).

Successful completion of this course will be measured by authentic performance assessments, including journals, essays, performances and skits, and final exams. Students will perform in the range of Advanced Low to Advanced High as prescribed the New Jersey Student Learning Standard for World Languages and by the American Council on the Teaching of Foreign Languages (ACTFL).

This course can be counted in fulfillment of the state mandated five (5) credits of world languages graduation requirements.

Unit Contents: Scope & Sequence

		Course Summary					
Unit #	**Curricular Theme ⇨** **Unit Title ⇩**	**Beauty and Aesthetics**	**Contemporary Life**	**Families and Communities**	**Global Challenges**	**Personal and Public Identities**	**Science and Technology**
1	Problems and Solutions				✔		
2	Changes in Family and Society			✔		✔	
3	Getting Better						✔
4	The Struggle to Work		✔				
✔ = Unit of study addresses curricular theme(s) indicated.							

Unit 1

Course Information			
Language(s)	Italian & Spanish	**Approximate Unit Length**	1 marking period
Level/Grade	Level 5 Advanced Language & Literature	**Performance Range**	Intermediate High
Grade(s)	11-12	**Curricular Theme**	Global Challenges
Unit Title	Problems and Solutions		

Course Focus	
Essential Question(s)	● What political and social issues pose challenges to societies around the world? ● What are the origins of those issues? ● What are possible solutions to those issues? ● How are citizens rights violated and what can be done about it?
Enduring Understanding(s)	● Although we originate from different countries and/or societies we all deal with the challenges of unequal living standards, abuses of power, social integration, and discrimination ● The origins of these issues are deeply rooted within each country's culture. ● In today's political climate these issues have been a source of contention between governments and their citizens

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

Presentational (Strand C Indicators)

7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
● *These tasks allow learners to demonstrate how well they have met the goals of the unit.* ● *The tasks follow the format of the IPA, but are integrated throughout the unit.* ● *The template encourages multiple Interpretive tasks* ● *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* ● *The tasks incorporate 21st Century Learning.*	● Students will read film critique ● Students will answer questions about and discuss above mentioned critique ● Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	● Students will use the SeeSaw app to post audio posts that will be responded to by an assigned classmate	● students will create a short film on a specific unit topic ● Students will write their own critique of film that will follow precise guidelines

Toolbox & Core Content

Can-Do Statements

Interpretive	● I can Usually follow the main story and actions expressed in various times frames in paragraph length text ● I can Usually follow the main story and actions expressed in various times frames in Long and short film ● I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

	● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	● I can give a presentation about similarities and differences between another culture's societal practices and those of my own culture ● I can present and my reactions to a current event/challenge and explain what led to the event being news ● I can create and present a public service announcement describing a problem and advocating for change ● I can write a brief statement outlining the key points of my opinion on topics related to social inequality, immigration, and politics ● I can write about similarities and differences between another culture's societal practices and those of my own

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● Understand the meaning of unfamiliar vocabulary, especially in informational text, and film by reading and watching into the context. ● Describe and provide example for the various global challenges we face today and how they affect and will continue to affect our society. ● Make cultural comparisons and describe how the challenges are similar and dissimilar between TL and American cultures. ● Read authentic texts And watch authentic film relating to various elements of the theme a summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience.	● Vocabulary related to the selected contexts ● Language features and structure will be infused throughout the instruction treatment of the selected contexts.

Priority Vocabulary	**Other Vocabulary**
● · Economy ● · Education ● · Human Rights ● · Migrations and Borders ● · Politics	●

Instructional Activities	
Key Learning Activities	**Mode of Communication**
Students will watch previews and answer questions	Interpretive
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive
Students will have conversations using prompts on unit topics within certain contexts	interpersonal
Students will discuss film styles and movie making from a technical standpoint	Interpersonal

Teacher will give students certain "main Ideas" (vocab, images, contexts) for the students to create a skit	Interpersonal
Educational Games - Kahoot Headbandz	Interpretive
Students will listen to Audio clips and respond to questions that will lead to conversation	Interpretive/INterpersonal
Formative Assessment & Check Points	**Mode of Communication**
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present a storyboard	Presentational
Students will have blog posts about parts of films and or article which other students will have to respond to	Interpersonal
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● Various Film ● Various Authentic Texts ● EdizioneFarinelli.com ● Intrigas Advanced Spanish Through Literature and Film ● mymovies.it ● sensacine.com ● I**TALIAN feature FILM FOR UNIT : "Fuocoammare" "Io non Ho paura"**	● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it ● NetFlix

21st Century Life and Career Standards

The selected standards may apply to this unit of study

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

 Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2

Course Information			
Language(s)	Italian & Spanish	**Approximate Unit Length**	1 marking period
Level/Grade	Level 5 Advanced Language & Literature	**Performance Range**	Intermediate High
Grade(s)	11-12	**Curricular Theme**	Families, Communities, and Identities
Unit Title	Changes in Family and Society		

Course Focus	
	● What constitutes a family in different societies? ● How do individuals contribute to the well-being of communities? ● How do the roles that families and communities assume differ in societies around the world? ● How does the notion of extended family differ among cultures? ● How does the economy and infrastructure of the country in question affect the family? ● How has the "traditional" family dynamic changed in the target culture ● Have these changes been accepted by society at large?
Enduring Understanding(s)	● The makeup of a family is intertwined to the makeup of society and culture. ● The roles of various members of the family are also directly related to the culture. ● The economy and finance affects how the family members support one another.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

Presentational (Strand C Indicators)

7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
These tasks allow learners to demonstrate how well they have met the goals of the unit. *The tasks follow the format of the IPA, but are integrated throughout the unit.* *The template encourages multiple Interpretive tasks* *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* *The tasks incorporate 21st Century Learning.*	- Students will read film critique - Students will answer questions about and discuss above mentioned critique - Students will watch previews and answer questions - Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Students will use the SeeSaw app to post audio posts that will be responded to by an assigned classmate	- Students will create and present a storyboard - students will create a short film on a specific unit topic - Students will write their own critique of film that will follow precise guidelines

Toolbox & Core Content

Can-Do Statements

Interpretive	- I can Usually follow the main story and actions expressed in various times frames in paragraph length text - I can Usually follow the main story and actions expressed in various times frames in Long and short film - I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions

Interpersonal	● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	● I can present a comparison between the roles of family members in my own and other cultures ● I can write a comparison of the roles of family members in my own and other cultures ● I can present a comparison about family and social events of the Target Culture and my own ● I can write a comparison about family and social events of the Target Culture and my own ● I can present my hypothesis about what the traditional family will look like in future ● I can write my hypothesis about what the traditional family will look like in future

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● Define and provide examples to specific vocabulary related to the theme. ● Understand the meaning of unfamiliar vocabulary, especially in informational text, by reading into the context. ● Describe how the family structure is affected by religion, belief systems, the economy and societal changes ● Identify the important and key elements of a community. ● Discuss how certain elements differ and how they affect family. ● Describe the importance of a community and how each member's role is important to either sustaining and/or improving the community. ● Read authentic texts and watch authentic fils relating to various elements of the theme an summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience.	● All related tenses and moods ● When to use the various tenses and moods when writing speaking and speaking about the selected contexts. ● Vocabulary related to family structures, generational relationships, individualism and solidarity, personal relationships, social benefits, urban life, suburban life, rural life and youth culture. ● The various components of the "family" as related to the culture and language of study. ● How the economy, technology, belief systems and religion affect the family and its importance as well as interactions. ● How roles within families differ from culture to culture. ●

Priority Vocabulary	**Other Vocabulary**
● Family Structures ● • Generational Relationships ● • Individualism and Solidarity ● • Personal Relationships ● • Social Benefits ● • Urban, Suburban, and Rural Life ● • Youth Culture	●

Instructional Activities	
Key Learning Activities	**Mode of Communication**
Students will watch previews and answer questions	Interpretive

Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive
Students will have conversations using prompts on unit topics within certain contexts	interpersonal
Students will discuss film styles and movie making from a technical standpoint	Interpersonal
Teacher will give students certain "main Ideas" (vocab, images, contexts) for the students to create a skit	Interpersonal
Educational Games - Kahoot Headbandz	Interpretive
Students will listen to Audio clips and respond to questions that will lead to conversation	Interpretive/INterpersonal
Formative Assessment & Check Points	**Mode of Communication**
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present a storyboard	Presentational
Students will have blog posts about parts of films and or article which other students will have to respond to	Interpersonal
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive

Resources	**Technology Integration**
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
- Various Film - Various Authentic Texts - EdizioneFarinelli.com - Intrigas Advanced Spanish Through Literature and Film - mymovies.it **ITALIAN FILM(S) FOR THIS UNIT - "Caterina in citta" "ricordati di me"**	- Chromebooks - SeeSaw - Google Classroom - Google apps - Remind App - Youtube - Edmodo - Kahoot - The World Press - WWITV.com - Corriere.it - NetFlix

21st Century Life and Career Standards

The selected standards may apply to this unit of study

Act as a responsible and contributing citizen and employee.
Apply appropriate academic and technical skills.
Attend to personal health and financial well-being.
Communicate clearly and effectively and with reason.
Consider the environmental social and economic impacts of decisions.
Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.

Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

 Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 3

Course Information			
Language(s)	Italian & Spanish	**Approximate Unit Length**	1 marking period
Level/Grade	Level 5 Advanced Language & Literature	**Performe Range**	Intermediate High
Grade(s)	11-12	**Curricular Theme**	Science and Technology, Environment
Unit Title	Getting Better		

Course Focus	
Essential Question(s)	● How do developments in science and technology affect our lives? ● What factors have driven innovation and discovery in the fields of science and technology? ● What role does ethics play in scientific advancement? ● What are the consequences of environmental neglect?
Enduring Understanding(s)	● As we have learned throughout our study of language nothing exist in a vacuum. ● Everything is relative. ● A society is defined by its individuals who are affected by the cultural products that have been created within that society. ● Contemporary life is evolving rapidly. ● As contemporary life evolves under a global lens, we realize that we are more similar than dissimilar. ● Some of the challenges that we encounter are also the things we see as progress.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

Presentational (Strand C Indicators)

7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* • *The tasks follow the format of the IPA, but are integrated throughout the unit.* • *The template encourages multiple Interpretive tasks* • *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* • *The tasks incorporate 21st Century Learning.*	• Students will read film critique • Students will answer questions about and discuss above mentioned critique • Students will watch previews and answer questions • Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions •	• Students will use the SeeSaw app to post audio posts that will be responded to by an assigned classmate •	• students will create a short film on a specific unit topic • Students will write their own critique of film that will follow precise guidelines

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can Usually follow the main story and actions expressed in various times frames in paragraph length text • I can Usually follow the main story and actions expressed in various times frames in Long and short film

	● I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	● I can present and justify my point of view on current event topics such as recycling, energy, and technological advancement ● I can write about and justify my point of view on current event topics such as recycling, energy, and technological advancement ● I can present my hypothesis about the future effects of a scientific advancement and provide supporting information ● I can write my hypothesis about the future effects of a scientific advancement and provide supporting information ●

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● Define and provide examples to specific vocabulary related to the theme. ● Understand the meaning of unfamiliar vocabulary, especially in informational text, by reading into the context. ● Discuss possible advantages and disadvantages of technology and progress. ● Form an opinion about the abovementioned and decide if they are form or against and share their conclusion both orally and in writing. ● Discuss how the Internet has impacted both their personal and academic lives. ● Read authentic texts and watch authentic film relating to various elements of the theme and summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience.	● All related tenses and moods ● When to use the various tenses and moods when writing speaking and speaking about the selected contexts. ● Vocabulary related to alternative resources, discoveries and inventions, ethics, health and medicine, the internet and its social impact, personal technology and communication. ● The different types of technology and how they have impacted society. ● How medicine and health are affected by technology and the upward surge of mankind. ● The different major opinions regarding ethics and science. ●

Priority Vocabulary	**Other Vocabulary**
● Alternative Resources ● • Discoveries and Inventions ● • Environment ● • Health and Medicine ● • The Internet and Its Social Impact ● • Personal Technology and Communication	●

Instructional Activities	
Key Learning Activities	**Mode of Communication**

Students will watch previews and answer questions	Interpretive
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive
Students will have conversations using prompts on unit topics within certain contexts	interpersonal
Students will discuss film styles and movie making from a technical standpoint	Interpersonal
Teacher will give students certain "main Ideas" (vocab, images, contexts) for the students to create a skit	Interpersonal
Educational Games - Kahoot Headbandz	Interpretive
Students will listen to Audio clips and respond to questions that will lead to conversation	Interpretive/Interpersonal
Formative Assessment & Check Points	**Mode of Communication**
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present a storyboard	Presentational
Students will have blog posts about parts of films and or article which other students will have to respond to	Interpersonal
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● Various Film ● Various Authentic Texts ● EdizioneFarinelli.com ● Intrigas Advanced Spanish Through Literature and Film ● mymovies.it ● **ITALIAN FEATURE FILM: "IL SENSO DELLA BELLEZZA"**	● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it ● NetFlix

21st Century Life and Career Standards
The selected standards may apply to this unit of study
Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions. Demonstrate creativity and innovation. Employ valid and reliable research strategies. Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 4

Course Information			
Language(s)	Italian & Spanish	**Approximate Unit Length**	1 marking period
Level/Grade	Level 5 Advanced Language & Literature	**Performance Range**	Intermediate High
Grade(s)	11-12	**Curricular Theme**	Contemporary Life, Beauty and aesthetics
Unit Title	The Struggle to Work		

Course Focus	
Essential Question(s)	● How do societies and individuals define quality of life? ● How is contemporary life influenced by cultural products, practices, and perspectives? ● What are the challenges of contemporary life? ● How does gender and gender equality play a role in contemporary life?
Enduring Understanding(s)	● As we have learned throughout our study of language nothing exists in a vacuum. Everything is relative. ● A society is defined by its individuals who are affected by the cultural products that have been created within that society. ● Contemporary life is evolving rapidly. ● As contemporary life evolves under a global lens, we realize that we are more similar than dissimilar. ● Some of the challenges that we encounter are also the things we see as progress.

NJ Student Learning Standards	
Interpretive (Strand A Indicators)	
7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IH.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Interpersonal (Strand B Indicators)	
7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.

7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IH.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IH.B.6	Use language in a variety of settings to further personal and/or academic goals.

Presentational (Strand C Indicators)

7.1.IH.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
7.1.IH.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials.
7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IH.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.

Evidence of Learning: Summative Assessment

Performance Tasks	Interpretive	Interpersonal	Presentational
• *These tasks allow learners to demonstrate how well they have met the goals of the unit.* • *The tasks follow the format of the IPA, but are integrated throughout the unit.* • *The template encourages multiple Interpretive tasks* • *The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.* • *The tasks incorporate 21st Century Learning.*	• Students will read film critique • Students will answer questions about and discuss above mentioned critique • Students will watch previews and answer questions • Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions •	• Students will use the SeeSaw app to post audio posts that will be responded to by an assigned classmate •	• students will create a short film on a specific unit topic • Students will write their own critique of film that will follow precise guidelines

Toolbox & Core Content

Can-Do Statements

Interpretive	• I can Usually follow the main story and actions expressed in various times frames in paragraph length text • I can Usually follow the main story and actions expressed in various times frames in Long and short film

	● I can Usually follow the main story and actions expressed in various times frames in Conversations and discussions
Interpersonal	● I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can interact with others to meet my needs in a variety of situations, sometimes involving a complications, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames ● I can explain preferences, opinions, and emotions and provide advice on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames
Presentational	● I can give a presentation about similarities and differences between gender roles of the Target Culture and my own ● I can write about similarities and differences between gender roles of the Target Culture and my own ● I can compare school or learning environments and curricula to determine what is valued in my own and other cultures ● I can write a comparison of school or learning environments and curricula to determine what is valued in my own and other cultures ● I can present my reactions to a current event and explain its importance

Supporting Functions *Students will be able to:*	**Supporting Structures/Patterns** *Students will know:*
● • Decide which tense and mood is necessary in the interpretative, interpersonal and presentation modes in both written and oral formats. •Define and provide examples to specific vocabulary related to the theme. •Understand the meaning of unfamiliar vocabulary, especially in informational text, by reading into the context. make cultural comparisons. •Discuss possible challenges that society and their own communities face today and will in the future. •Read authentic texts and watch authentic fil relating to various elements of the theme and summarize, debate for one side or another, form and explaining an opinion by using information with the given resource and expand upon the topic by finding other resources to support an idea/opinion and share with the class and/or audience. ● Discuss the high rate of unemployment in the target culture and possible reasons and solutions ● Discuss Gender Equality and changes in society ●	● All related tenses and moods When to use the various tenses and moods when writing speaking and speaking about the selected contexts. ● Vocabulary related to education and career, holidays and celebrations, housing and shelter, leisure, travel and tourism, mass media, sports and fitness and work. ● The role of individuals and their impact on society. ● The various cultural (specific and global) that impact contemporary life. ● The various challenges and current realities that pose as challenges. ●

Priority Vocabulary	**Other Vocabulary**

● Career
    • Housing and Shelter
    • Mass Media
    • Work
● Gender
	● BulletedList

Instructional Activities	
Key Learning Activities	**Mode of Communication**
Students will watch previews and answer questions	Interpretive
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive
Students will have conversations using prompts on unit topics within certain contexts	interpersonal
Students will discuss film styles and movie making from a technical standpoint	Interpersonal
Teacher will give students certain "main Ideas" (vocab, images, contexts) for the students to create a skit	Interpersonal
Educational Games - Kahoot Headbandz	Interpretive
Students will listen to Audio clips and respond to questions that will lead to conversation	Interpretive/Interpersonal
Formative Assessment & Check Points	**Mode of Communication**
Do now/Exit Ticket	
Quizzes and test on specific vocab or grammatical features	
PowerPoint Presentations	Presentational
Students will create and present a storyboard	Presentational
Students will have blog posts about parts of films and or article which other students will have to respond to	Interpersonal
Students will read articles and parts of books relatable to movie that will be watched, and discuss/answer questions	Interpretive

Resources	Technology Integration
Essential materials, supplementary materials, links to best practices	*The Nutley Public Schools infuses technology into instruction to support our curricular goals as well as enhance students' 21st century skills of communication, collaboration, critical thinking, and creativity.*
● Various Film ● Various Authentic Text ● EdizioneFarinelli.com ● Intrigas Advanced Spanish Through Literature and Film ● mymovies.it ● **ITALIAN FEATURE FILMS FOR THIS UNIT: "Giorni e Nuvole" "Ciao Professore"**	● Chromebooks ● SeeSaw ● Google Classroom ● Google apps ● Remind App ● Youtube ● Edmodo ● Kahoot ● The World Press ● WWITV.com ● Corriere.it ● NetFlix

21st Century Life and Career Standards
The selected standards may apply to this unit of study
Act as a responsible and contributing citizen and employee. Apply appropriate academic and technical skills. Attend to personal health and financial well-being. Communicate clearly and effectively and with reason. Consider the environmental social and economic impacts of decisions.

Demonstrate creativity and innovation.
Employ valid and reliable research strategies.
Utilize critical thinking to make sense of problems and persevere in solving them.
Model integrity, ethical leadership, and effective management.
Plan education and career paths aligned to personal goals.
Use technology to enhance productivity.
Work productively in teams while using cultural global competence.

 Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf